

Montgomery County Archives
101 South Lawrence Street
Montgomery, Alabama 36104
(334) 832-7173
Hours: 8:00 A.M – 5:00 P.M, Monday – Friday

Field Trip Guide

This tour is a 45-60 minute guided tour through the Montgomery County Archives. Our tour is designed to specifically adhere to the Alabama Course of Study for Social Studies. This tour covers the following objectives within the Alabama course of study:

Social Studies: 4th Grade

6.) Describe cultural, economic, and political aspects of the lifestyles of early nineteenth-century farmers, plantation owners, slaves, and townspeople.

Examples: cultural—housing, education, religion, recreation

Economic—transportation, means of support

Political—inequity of legal codes

- Describing major areas of agricultural production in Alabama, including the Black Belt and fertile river valleys

7.) Explain reasons for Alabama's secession from the Union, including sectionalism, slavery, states' rights, and economic disagreements.

- Identifying Alabama's role in the organization of the Confederacy, including hosting the secession convention and the inauguration ceremony for leaders
- Recognizing Montgomery as the first capital of the Confederacy
- Interpreting the Articles of the Confederation and the Gettysburg Address

8.) Explain Alabama's economic and military role during the Civil War.

Examples: economic—production of iron products, munitions, textiles, and ships

Military—provision of military supplies through the Port of Mobile, provision of an armament center at Selma

- Recognizing military leaders from Alabama during the Civil War
- Comparing roles of women on the home front and the battlefield during and after the Civil War
- Explaining economic conditions as a result of the Civil War, including the collapse of the economic structure, destruction of the transportation infrastructure, and high casualty rates

9.) Analyze political and economic issues facing Alabama during Reconstruction for their impact on various social groups.

Examples: political—military rule, presence of Freedmen's Bureau, Alabama's readmittance to the Union

Economic—sharecropping, tenant farming, scarcity of goods and money

- Interpreting the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States
- Identifying African Americans who had an impact on Alabama during Reconstruction in Alabama
- Identifying major political parties in Alabama during Reconstruction

10.) Analyze social and educational changes during the late nineteenth and early twentieth centuries for their impact on Alabama.

Examples: social—implementation of the Plessey versus Ferguson "separate but not equal" court decision, birth of the National Association for the Advancement of Colored People (NAACP)
educational—establishment of normal schools and land-grant colleges such as Huntsville Normal School (Alabama Agricultural and Mechanical [A&M] University), Agricultural and Mechanical College of Alabama (Auburn University), Tuskegee Normal and Industrial Institute (Tuskegee University), Lincoln Normal School (Alabama State University)

- Explaining the development and changing role of industry, trade, and agriculture in Alabama during the late nineteenth and early twentieth centuries, including the rise of Populism
- Explaining the Jim Crow laws
- Identifying Alabamians who made contributions in the fields of science, education, the arts, politics, and business during the late nineteenth and early twentieth centuries

11.) Describe the impact of World War I on Alabamians, including the migration of African Americans from Alabama to the North and West, utilization of Alabama's military installations and training facilities, and increased production of goods for the war effort.

- Recognizing Alabama participants in World War I, including Alabama's 167th Regiment of the Rainbow Division
- Identifying World War I technologies, including airplanes, machine guns, and chemical warfare.

4th Grade tour

The tour begins in the lobby

Step 1: Students will get a brief introduction of what an archives is, does, and why it is important. (5 minutes)

Step 2: Students will be separated into groups to view the archives database on the computers. This data base contains the following type of records: photographs, postcards, and selected documents. Each group will choose a record within the database. Students will discuss their chosen record as a group and with the class. They will answer the following questions: Why did they pick this record? What they learned from this record? Why do they think it could have importance? (10 minutes)

Step 3: Students will continue to the records room. Once there they will view and discuss the records and how they are preserved. (15 minutes)

Step 4: The guide will point out that most of the records are kept in records boxes of similar size and will demonstrate how to make these boxes. Afterwards, a box making contest will take place back in the lobby with the winner receiving a prize. This will conclude the tour. (10 minutes)

Social Studies: 10th Grade

8.) Compare major events in Alabama from 1781 to 1823, including statehood as part of the expanding nation, acquisition of land, settlement, and the Creek War, to those of the developing nation. (Alabama) [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]

9.) Explain dynamics of economic nationalism during the Era of Good Feelings, including transportation systems, Henry Clay's American System, slavery and the emergence of the plantation system, and the beginning of industrialism in the Northeast. [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]

Examples: Waltham-Lowell system, "old" immigration, changing technologies

10.) Analyze key ideas of Jacksonian Democracy for their impact on political participation, political parties, and constitutional government. [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]

- Explaining the spoils system, nullification, extension of voting rights, the Indian Removal Act, and the common man ideal

11.) Evaluate the impact of American social and political reform on the emergence of a distinct culture. [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]

- Explaining the impact of the Second Great Awakening on the emergence of a national identity
- Explaining the emergence of uniquely American writers
- Examples: James Fenimore Cooper, Henry David Thoreau, Edgar Allen Poe
- Explaining the influence of Elizabeth Cady Stanton, Dorothea Lynde Dix, and Susan B. Anthony on the development of social reform movements prior to the Civil War

12.) Describe the founding of the first abolitionist societies by Benjamin Rush and Benjamin Franklin and the role played by later critics of slavery, including William Lloyd Garrison, Frederick Douglass, Sojourner Truth, Angelina and Sarah Grimké, Henry David Thoreau, and Charles Sumner. [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]

- Describing the rise of religious movements in opposition to slavery, including objections of the Quakers
- Explaining the importance of the Northwest Ordinance of 1787 that banned slavery in new states north of the Ohio River
- Describing the rise of the Underground Railroad and its leaders, including Harriet Tubman and the impact of Harriet Beecher Stowe's Uncle Tom's Cabin, on the abolitionist movement.

13.) Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Acts, the Kansas-Nebraska Act, and the Dred Scott decision. [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]

- Describing Alabama's role in the developing sectionalism of the United States from 1819 to 1861, including participation in slavery, secession, the Indian War, and reliance on cotton (Alabama)

- Analyzing the Westward Expansion from 1803 to 1861 to determine its effect on sectionalism, including the Louisiana Purchase, Texas Annexation, and the Mexican Cession
- Describing tariff debates and the nullification crisis between 1800 and 1861
- Analyzing the formation of the Republican Party for its impact on the 1860 election of Abraham Lincoln as President of the United States

14.) Describe how the Civil War influenced the United States, including the Anaconda Plan and the major battles of Bull Run, Antietam, Vicksburg, and Gettysburg and Sherman's March to the Sea. [A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.i., A.1.k.]

- Identifying key Northern and Southern Civil War personalities, including Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas Jonathan "Stonewall" Jackson, and William Tecumseh Sherman
- Example: President Abraham Lincoln's philosophy of union, executive orders, and leadership
- Analyzing the impact of the division of the nation during the Civil War regarding resources, population distribution, and transportation
- Explaining reasons Border States remained in the Union during the Civil War
- Describing nonmilitary events and life during the Civil War, including the Homestead Act, the Morrill Act, Northern draft riots, the Emancipation Proclamation, and the Gettysburg Address
- Describing the role of women in American society during the Civil War, including efforts made by Elizabeth Blackwell and Clara Barton
- Tracing Alabama's involvement in the Civil War (Alabama)

15.) Compare congressional and presidential reconstruction plans, including African-American political participation. [A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.i., A.1.k.]

- Tracing economic changes in the post-Civil War period for whites and African Americans in the North and South, including the effectiveness of the Freedmen's Bureau
- Describing social restructuring of the South, including Southern military districts, the role of carpetbaggers and scalawags, the creation of the black codes, and the Ku Klux Klan
- Describing the Compromise of 1877
- Summarizing post-Civil War constitutional amendments, including the Thirteenth, Fourteenth, and Fifteenth Amendments
- Explaining causes for the impeachment of President Andrew Johnson
- Explaining the impact of the Jim Crow laws and Plessy versus Ferguson on the social and political structure of the New South after Reconstruction
- Analyzing political and social motives that shaped the Constitution of Alabama of 1901 to determine their long-term effect on politics and economics in Alabama (Alabama)

16.) Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I. [A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.h., A.1.i., and A.1.k.]

- Describing the impact of Manifest Destiny on the economic and technological development of the post-Civil War west, including mining, the cattle industry, and the transcontinental railroad

- Identifying the changing role of the American farmer, including the establishment of the Granger movement and the Populist Party and agrarian rebellion over currency issues
- Evaluating the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians between Reconstruction and World War I
- Comparing population percentages, motives, and settlement patterns of immigrants from Asia, Africa, Europe, and Latin America, including the Chinese Exclusion Act regarding immigration quotas

10th grade tour.

The tour begins in the lobby.

Step 1: Students will get a brief introduction of what an archives is, does, and why it is important. (5 minutes)

Step 2: Students will then get to view the actual archives where they will also get the chance to view records relating to the 19th and early 20th century, including some of the records from the Dowe collection. Students will then compare and contrast the lifestyles of that time to the present. (20 minutes)

Step 3: The guide will point out how most of our records are kept in records boxes of similar sizes and will demonstrate how to make these boxes. Afterwards a box making contest will take place back in the lobby with the winner receiving a prize. This will conclude the tour. (10 minutes)

Social Studies: 11th Grade

14.) Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the March on Washington, Freedom Rides, the Sixteenth Street Baptist Church bombing, and the Selma-to-Montgomery March. (Alabama) [A.1.c., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]

- Tracing the federal government's involvement in the modern Civil Rights Movement, including the abolition of the poll tax, the nationalization of state militias, Brown versus Board of Education in 1954, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965
- Explaining contributions of individuals and groups to the modern Civil Rights Movement, including Martin Luther King, Jr.; James Meredith; Medgar Evers; Thurgood Marshall; the Southern Christian Leadership Conference (SCLC); the Student Nonviolent Coordinating Committee (SNCC); the Congress of Racial Equality (CORE); the National Association for the Advancement of Colored People (NAACP); and the civil rights foot soldiers
- Appraising contributions of persons and events in Alabama that influenced the modern Civil Rights Movement, including Rosa Parks, Autherine Lucy, John Patterson, George C. Wallace, Vivian Malone Jones, Fred Shuttlesworth, the Children's March, and key local persons and events (Alabama)
- Describing the development of a Black Power movement, including the change in focus of the SNCC, the rise of Malcolm X, and Stokely Carmichael and the Black Panther movement

- Describing the economic impact of African-American entrepreneurs on the modern Civil Rights Movement, including S. B. Fuller and A. G. Gaston (Alabama)

15.) Describe changing social and cultural conditions in the United States during the 1950s, 1960s, and 1970s. [A.1.c., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]

Examples: economic impact on the culture, feminist movement, recession, Arab oil embargo, technical revolution

16.) Describe significant foreign and domestic issues of presidential administrations from Richard M. Nixon to the present. [A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.h., A.1.i., A.1.k.]

Examples: Nixon's policy of détente; Cambodia; Watergate scandal; pardon of Nixon; Iranian hostage situation; Reaganomics; Libyan crisis; end of the Cold War; Persian Gulf War; impeachment trial of William "Bill" Clinton; terrorist attack of September 11, 2001; Operation Iraqi Freedom; war in Afghanistan; election of the first African-American president, Barack Obama; terrorism; global warming; immigration

11th grade tour

The tour begins in the lobby.

Step 1: Students will get a brief introduction of what an archives is, does, and why it is important. (5 minutes)

Step 2: Students then head to the storage rooms where they will view, analyze, and discuss records pertaining to the Civil Rights Movement, including Civil Rights cases and the Montgomery Bus Boycott mugshots. Students will use the [Analysis worksheet](#) to analyze the court files and the [photo analysis worksheet](#) to evaluate the mugshots. Students should look for: What relevance did these cases have toward the Civil Rights Movement? What names do you recognize from the cases? Can you identify the outcome of the case(s)? How do you think these cases impacted the local Civil Rights Movement, as well as the National Civil Rights Movement? (20 minutes)

Step 3: The guide will point out that most of our records are kept in boxes of similar sizes and will demonstrate how to make these boxes. Afterwards a box making competition will take place back in the lobby with the winner receiving a prize. This will conclude the tour. (10 minutes)